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ABSTRACT

Although the emphasis elsewhere is on learning disabilities and attention deficit disorder as possible causal factors for high dropout rates and associated student deficiencies in adult education (AE), a project explored an alternative etiology: intention deficit disorder. The hypothesis was that higher level "executive" regulatory skills are deficient in a subgroup of the AE population, making them poor prospects for benefiting from academic instruction if underlying regulatory functions were not addressed. Project activities included studying the topic of executive functioning and attempting to establish relationships to the activities carried out in adult literacy programs; evaluating instruments purported to test "executive functioning"; testing five students; evaluating these instruments' usefulness in planning for AE student programs; and providing two regional workshops dealing with this topic and self-regulatory abilities as prerequisites for instructional success. Findings were that the executive function hypothesis is an alternative way of viewing the apparent lack of intention or motivation of many AE students; available assessment instruments are designed to evaluate neuropsychological patients and are insulting to AE clients; and a preferred approach is a structured interview format. (Appendixes include the presentation, "Learning Deficit, Attention Deficit, or Intention Deficit Disorder"; executive functioning questionnaires; and proposed interview protocol.) (YLB)

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FINAL REPORT

Investigation of Deficits in Higher Level Executive Functioning as a Prerequisite for Adult Basic Education Intervention

Mr. Edward C. McAtee
Director: Adult Education Program
Northwest Tri-County Intermediate Unit

Fiscal Year: 1998-99

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$5000.00

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ABSTRACT

Grant Recipient: Northwest Tri-County Intermediate Unit
Mr. Edward McAtee, Project Director
252 Waterford Street
Edinboro, PA 16412

Program Name: Investigation of Deficits in Higher Level Executive Functioning as a Prerequisite for Effective Adult Basic Education Intervention.

Grant Allocation: $5,000.00

Project Period: July 1, 1998-June 30, 1999.

Project Director: Mr. Edward McAtee

Project Coordinator: Dr. Michael Bozman
Northwest Tri-County Intermediate Unit
252 Waterford Street
Edinboro, Pa 16412

Project Purpose: This project proposed to:

1. Review the neuropsychological literature regarding the 'executive function' hypothesis.
2. Choose and purchase instruments designed to assess executive functioning in adults.
3. Evaluate a sample of adult education clients with these instruments.
4. Analyze these instruments and the resulting data in terms of their utility in planning effective interventions/educational programs.
5. Make recommendations regarding the usefulness of the 'executive function hypothesis' in guiding interventions with adult education clients.

Project Outcomes: The project yielded the following outcomes:

1. The executive function hypothesis' is an alternative way of viewing the apparent lack of 'intention' or motivation on the part of many adult education students.
2. The assessment instruments currently available in this area are all designed to evaluate neuro-psychological patients and are symptom focused and thereby insulting to most adult education clients.
3. A preferred approach for gaining this type of information involves a structured interview format used by adult education staff after some rapport has been obtained.

Impact: This project is reinforcing to the notion that carefully gathered information about each adult education client is important to planning interventions with them but this assessment process should always treat them as a unique individual who is deserving of respect.

Product or Training Developed: A structured interview format which is designed to assess adult education clients regarding their 'executive functioning' was developed for trial use.

Product Available From: Dr. Michael Bozman; I.U. #5, 252 Waterford St., Edinboro, PA 16412.

Product Continuation: None.

Conclusions/Recommendations: Executive functioning is a useful concept in understanding the apparent lack of motivation of many adult education students. It is less negatively value laden than words like 'unmotivated' or disinterested. The instruments currently available, however, are of little practical use in assessing adult students. In this researcher's view, traditional assessment interviews are more likely to yield this kind of information without being insulting to the clients.

INTRODUCTION

The field of adult education is plagued by high drop out rates and a range of associated student deficiencies. With all of the emphasis on learning disabilities and attention deficit disorder as possible causal factors, this project explored an alternative etiology, Intention Deficit Disorder. The hypothesis of the grant centered on the assumption that higher level 'executive' regulatory skills are deficient in a sub group of the ABLE/GED population making these students poor prospects for benefiting from academic instruction if underlying regulatory functions were not addressed. In effect, for many students in ABE/GED classes the "cart is before the horse" in that academic skills are stressed while the student lacks the self regulatory skills (a combination of subtle but sophisticated neuropsychological behaviors) to benefit from traditional instruction.

The objectives included:

1. Studying the topic of executive functioning and attempting to establish relationships to the activities carried out in adult literacy programs.
2. Evaluating instruments purported to test 'executive functioning'.
3. Testing 5 students with instruments which were designed to assess this 'executive functioning'.
4. Evaluating these instruments usefulness in planning for adult education student's programs.
5. Providing two regional workshops dealing with this topic and self regulatory abilities as prerequisites for instructional success.

These activities were conducted during the period of July 1, 1998 to May 31, 1999.

Due to Dr. Richard Gacka's resignation from the Intermediate Unit, Dr. Michael Bozman, also a licensed psychologist, reviewed the neuropsychological literature, oversaw the test purchases and conducted the project.

This report would be most useful or interesting to adult education, administrators, teachers or intake staff.

This report will be filed with the:

Bureau of Adult Basic and Literacy Education Programs
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

AdvanceE Resource Center
333 Market Street
Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy Resource Center
5347 William Flynn Highway
Gibsonia, PA 15044

Region One Staff Development Center
Stairways, Inc.
2910 State Street
Erie, PA 16508

THE PROBLEM

The field of adult education is plagued by high drop out rates and a range of associated student deficiencies. With all of the emphasis on learning disabilities and attention deficit disorder as possible causal factors, this project explored an alternative etiology, Intention Deficit Disorder. The hypothesis of the grant centered on the assumption that higher level 'executive' regulatory skills are deficient in a sub group of the ABLE/GED population making these students poor prospects for benefiting from academic instruction if underlying regulatory functions were not addressed. In effect, for many students in ABE/GED classes the "cart is before the horse" in that academic skills are stressed while the student lacks the self regulatory skills (a combination of subtle but sophisticated neuropsychological behaviors) to benefit from traditional instruction.

Higher level 'executive functions' include the "cognitive abilities of planning, organizing, sequencing and abstracting; and may be seen in dementia" (as defined by the American Psychiatric Dictionary, 7th edition, copyright 1994, American Psychiatric Press).

Dr. Richard Gacka, author of this 353 grant application, closed a 1996 presentation at a COABE Conference with the following remarks:

> An argument can be made that all functioning (cognitive and effective) is neurological in nature and can trace its roots to electrical biochemical neurological event. Processes like "will", "want", "drive", "choice", etc., those things which we commonly consider to be simple concepts are complex neurological processes. A great deal of an individual's everyday functioning is monitored by an overriding "executive" or "managerial process, a process that controls what, and how much, behavior is displayed. **Much of the difficulty we see in adult clients can be traced to deficits at this executive or managerial level-deficits which may well be neuro-affective events which we commonly call "will", "intention", "want", "desire", or "drive".** Much of the inappropriate, ineffective, or dysfunctional learning and behavior that we observe in adult education can be traced to deficits at this higher order cognitive level.

THE OBJECTIVES

1. Clearly many of the dysfunctional behaviors displayed by many adult education students that represent poor motivation for academic learning or a failure to plan for their future employment, could be described as 'executive functioning' difficulties. This is simply a less value laden description of their unproductive behavior. It is also, however, a more medical or 'pathological' view as well. The author suggests that a more objective description of, these clients' differing values may in fact be more useful to planning their educational programs than for example suggesting that they "want" to fail. Dr Gacka's 1996 COABE Conference presentation, Learning Deficit, Attention Deficit, or Intention Deficit Disorder is included in Appendix A.

2. Virtually all of the literature regarding the concept of 'executive functioning' grew out of the field of neuropsychological care. Neither did this writer find any examples of executive functioning assessment instruments that met the test of the American Psychological Association in terms of reliability and validity. The two instruments proposed in the grant application and consequently purchased and used by the author are briefly described below.

   Cognitive Sypmtom Checklists (copyright 1993)

   Psychological Assessment Resources, Inc.
   P.O. Box 998
   Odessa, Florida 33556
   1-800-331-TEST

   The Cognitive Symptom Checklists are a clinical tool designed to "assist in the identification and treatment of problems in five basic areas: attention/concentration, memory, visual processes, language and **executive functions**". The CSC is suggested by its authors as a "screening tool" for use by such professionals as neuropsychologists. It is not normed in any way. No reliability or validity data are provided in the manual. The clients complete the checklists themselves. The 'examiner' may be present to answer questions or read items or provide a follow up inquiry phase.

   Behavioral Assessment of the Dysexecutive Syndrome (BADS) (copyright 1996)

   Thames Valley Test Company
   7-9 The Green
   Flempton
   Bury St. Edmonds
   Suffolf IP286EL
   England

   Also carried by the Psychological Assessment Resources (PAR) vendor above.

The BADS contains six subtests designed and normed in England to assess executive dysfunctions. These are simplified neuropsychology tasks like the 'Rule Shift Cards Test'. In the authors opinion these tests would be of very limited value with typical adult education students. Since informed consent by the client sample was required to conduct this study the tests' names and purpose were disclosed. As a consequence, the sample of 5 students that were worked with in this project objected to the title right from the beginning. The package also includes the The Dysexecutive Questionnaire which is not normed, and includes a self report form and an independent rater's form.

Samples of the above pertinent executive function questionnaires are included in appendix B.

3. Five student volunteers were selected from Intermediate Unit Adult Education Classes and 'administered' the Cognitive Symptom Checklist executive function questionnaire and the The Dysexecutive Questionnaire. The obtained results were then shared and discussed with the program director and adult education teaching staff. The student's reluctance to participate and concern over individual item wordings was also considered. **Together we concluded that these particular scales were not suitable for general use in planning for adult education clients. Many of the students did report, however, that when the teacher or a staff person took the time to get to know them in a relaxed and respectful way, that they appreciated it and were certain that it helped plan for them vocationally and educationally.**

4. The author did present provisional findings from this study at the midwinter PAACE conference in February in Hershey, PA and at an Intermediate Unit wide end of year conference in Erie, PA (documentation included in appendix C).

5. The objective which was not achieved was that of developing a plan for using these particular scales of 'executive functioning' in planning a program of intervention with adult education students. Since these scales, and other scales that were reviewed that propose to assess this neuropsychological hypothetical construct, all treat these attributes as desirable traits and their absence in an individual as a deficiency, problem or pathological state. The author thus concluded in concert with the adult education professionals and the adult education students sampled that a more straightforward interview in a respectful context would be preferred. It is still possible, however, to structure this interview with a standard protocol of questions which yield information about this capacity or combination of attributes in typical adult education students. The proposed protocol and rapport building instructions can be found in Appendix D. Please keep in mind that this protocol remains to be proven useful to planning interventions for adult education clients.

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6. No formal evaluation instrument lent itself to capturing the degree of distaste the adult students sampled demonstrated toward these scales. Similarly, no information provided by the test makers suggested that the data obtained by the adult student's responses to the questions would be reliable or valid. The reader merely needs to examine the scale questions in Appendix B to understand the potentially insulting nature of the items/questions.

7. This report and preliminary findings were shared and shaped by the two presentations noted above in number 4. This final report, including the proposed interview protocol for assessing the executive functioning attribute in adult education clients, will be disseminated in all proper paper and electronic formats with the:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

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CONCLUSIONS and RECOMMENDATIONS

Although this 'executive functioning' concept may have some relevance for understanding adult education students who behave in ways that do not lead to successful academic or vocational skill improvements, the scales that purport to measure the attribute do not appear to be useful for this purpose. The trial use of the proposed interview protocol and the understanding of this neuropsychological concept by adult education staff are all that can be prudently suggested as a result of this investigation.

APPENDICES

A. Dr. Richard Gacka's COABE Presentation

B. Executive Functioning Questionnaires

C. Conference Presentations – Midwinter & Erie Conference

D. Executive Functioning Proposed Protocol

E. Informed Consent Form

Learning Deficit, Attention Deficit, or Intention Deficit Disorder

A Presentation at the 1996 COABE Conference
Richard C. Gacka, Ed.D., Psychologist, Director of Adult Education I.U. 5
Northwest Tri-County Intermediate Unit, 252 Waterford Street, Edinboro, PA 16412
814-734-5610 (ext 230); FAX: 814-734-5806; http://rich_gacka@smtp.trinet.k12.pa.us

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The topic of this presentation emerged while doing research for a presentation on Specific Learning Disabilities, while reviewing the book Developmental Variation and Learning Disorders by Melvin D. Levine, M.D. While the book is targeted toward children with learning disorders, what struck me the most was the similarity of his descriptions with observations made of students in the IU 5 Adult Basic Education programs and clients observed within my private practice. In later reading, the complexity of the phenomenon called Executive Skills brought to light the similarity between that neuropsychological phenomenon and the functional impairments we see in adult education.

In all of these cases one central theme became very apparent. While much time and effort is spent on developing academic skills, a more fundamental deficit appears to often be at the heart of the client's slow or negligible progress and/or their failure to sustain participation in the program. That deficit appears to focus on their real intention to achieve substantive change in their behavior. Much attention has been given to the psychological process of Attention culminating in the syndrome of ADD, Attention Deficit Disorder. Unfortunately, insufficient focus appears to have been directed toward concomitant cognitive functions such as selection, purpose, valuation, choice, planning, self evaluation and concentration which we will cluster in this discussion as the process of "intention".

Every decision presents the individual with a virtual flood of data and activities necessitating the existence and refinement of mental processes such as selection, concentration, analysis, rejection, and choice. Learning and appropriate functioning are in part a continual refinement of those abilities.

The premise of this paper is that many clients who are enrolled in Adult Education Programs fail to continue with classes, or benefit little from the programs because they lack refinement of a cluster of cognitive processes which we shall refer to as "Intention" or "Executive Skill." This is not to imply any value such as "good" or "bad" in the person's behavior, it is meant to suggest that the outcomes of involvement in any intervention may be heavily dependent upon cognitive attributes and skills which are well removed from the mechanics of instruction, the component of Adult Education upon which we place so much effort. By emphasizing mastery of technical skill, are we placing the 'horse before the cart' in that the individual has not identified an intention to make such change.

The cognitive process of "intention" which we will discuss in depth in this program, is related to the broad cognitive process of "attention." Because many psychological processes are related, they frequently are simultaneously involved in any specific behavior. If there is such a phenomenon as Attention Deficit Disorder (and such a condition does exist in the DSM III-R) then it would appear logical that there should also exist a condition which we could call a Intention Deficit Disorder.

As we move into the meat of today's discussion we will present the same concept from several perspectives. What is important is the underlying concept; the terms will change but the concept remains the same.

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The components in the **selective attention** process are as follows:

Process	Description	Manifestation of Disorder
1. Alertness	Maintaining a state of arousal or wakefulness.	Falling asleep, daydreaming, inability to sustain consciousness ("nodding off")
2. Awareness	Recognizing sets of stimuli and how they form meaningful sets of information to focus on.	Missing cues, "oblivious" to important points or how information relates to new material or existing knowledge. Unaware of all of the information that is being transmitted.
3. Focal Activation	Selecting which set(s) of information is/are likely to be helpful.	Making poor choices as to what is important. Choosing to hear or see the irrelevant instead of the important
4. Filtration	Suppressing irrelevant or competing information.	Infringement into consciousness of irrelevant ideas. A compulsive cognitive return to inefficient or distracting ideas. "Tunes out" hard material.
5. Saliency Determination	Appreciating internal detail as well as interrelationships between parts	Seeing parts as unrelated parts. Missing relationships in data such as cause-effect, part to whole. Failure to discriminate at a more discrete level.
6. Feedback	Assessing the quality of the choice which was made.	Blissfully proceeding along the original choice with no monitoring of its effectiveness.
7. Utilization	Deciding to process, reject, or use a set of stimuli.	Deciding the wrong way to process the information, i.e. copying instead of memorizing.
8. End Point Establishment	Determining need to continue or discontinue focus.	Proceeding with activity without monitoring relationship to completion.

Levine proposes that intention can be analyzed into ten component elements:

	Element	Difficulty
1	Needs Assessment. Determining the need for formulating an objective.	Unclear objectives Absence of Goals
2	Methods Review: Scanning the possible means of achieving the objective.	Use of first method to come to mind. Failure to see any alternative means.
3	Prediction of Possible Outcomes: Forecasting desirable and undesirable results and the likelihood of achieving the goal	Failure to preview outcomes Inability to project future events Viewing through "rose colored" glasses
4	Methods Selection: Facilitating the most appropriate means of achieving the goal	Lack of conscious methodology selection.
5	Action Inhibition: Suppressing those actions likely to fail or produce other adverse consequences.	Engagement in irrelevant actions. Simultaneously engaging in conflicting actions.
6	Persistence: Sustaining the selected behavior for an appropriate length of time	Impersistence, failure to complete.
7	Monitoring: Comparing the current action with the original plan. Continuing to review the appropriateness of the original goal.	Lack of self monitoring or quality control.
8	Mid-task Regulation: "Fine tuning" the intended activity	Perseveration or premature task completion.
9	Stop Order: Recognizing completion or failure of the act and selecting a new goal.	Unproductive elaboration of answers.
10	Review of Outcomes: Determining success or failure, learning from experience.	Failure to look back and learn from experience.

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Behavioral Checklist of Intention Deficits

☐ **Verbal Disinhibition**
Fails to employ effective verbal inhibition - "speaks out"
Inappropriate language - tone, volume, or content
Unintentional statements that alienate peers - rude, unthinking
Can't be quiet, usually irrelevant content - "off task," "look at me"

☐ **Uncooperativeness**
Doesn't show up
Doesn't want to be there
Resentment toward class structure
Unwillingness to comply with requests
Failure to complete assignments
Antagonism toward peers

☐ **Physical fatigue**
Puts head down to sleep
Difficulty remaining awake
Doesn't complete assignments because of fatigue
Depressed mood

☐ **Impulsive Approach to Tasks**
Failure to select behaviors wisely
Failure to preview alternative
Responding quickly with inadequate thought to their response
Oblivious to outcomes of behavior
"Automatic" ineffective responses
Omitting the planning phase in developing
Finished before time limits
Responding "out of habit"
Grandiose ideation

☐ **Impulsive Performance**
Trying to accomplish tasks at an excessive rate
Failure to take time to analyze the details
Forgetting the task that they were doing
Disregard for quality and emphasis on time or quantity.

☐ **Inconsistent Performance**
Inconsistency in performance that is baffling even to the client
Variations in levels of motivation
Errors on "easy" problems while more difficult are correct
Mood & motivation shifts
Carelessness in their answers
Automatic response of "I don't know"

☐ **Impersistence**
Unfinished projects
Vacillation between little effort and excessive effort
Dwelling on irrelevant or past issues

☐ **Reduced Response to Feedback**
Failure to ask "How am I doing?"
Little or no interest in quality control
High level of careless errors due to lack of self checking
Failure to respond to outside feedback
Inability to interpret feedback
Poor response to reinforcement or feedback
Failure to "learn from experience", same error repeatedly
Insensitive to social feedback

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☐ **Inapproprite Activity Levels**
Wasted activity, "fidgetiness"
Require simultaneous motor activity to comprehend

In effect, there is a hierarchy of processes which exist in any learning situation:

- The individual has innate and learned **needs** which form the foundation of their **values.** These needs are reflective of their life experiences.
- Any situation provides data relative to performance
- Physiologically, the individual must be prepared to **attend** to stimuli
- The individual **commits** to act in accord with their needs with the intention of satisfying them
- The individual has to be **aware** of data in their environment
- The individual has to **desire** to collect and interpret the data in their environment
- The individual has to **complete** data collection and interpretation
- The individual has to identify a **plan** of behavior leading to satisfaction of a need
- The individual has to initiate and **sustain effort**
- The individual has to **collect and assess** data on their effort
- The individual has to modify their **plan** of behavior and/or needs
- The individual has to **assess** the degree of satisfaction
- The individual has to **alter** their behavior

Implications for Adult Education Instruction

The preceding discussion has relevance for adult education instructors in that it focuses on components of instruction which are frequently, but unjustifiably, taken for granted. Most instructors assume that clients come to them wanting to learn. The reality of the situation is that many of the clients appear in classrooms with an inadequately established intention of implementing behaviors which would result in change. In effect, they do not know why they are there or what is expected of them, and as a result cannot execute the deliberate behaviors which are required to achieve behavioral change. This deficiency may have several causal elements.

- Not wanting to be there
- Poorly presented expectations
- Misinterpreted expectations
- Poorly developed internal control mechanisms
- Lack of appropriate planning or inability to execute appropriate planning
- Shortsightedness
- Unawareness or misinterpretation of needs and goals
- Inability to translate goals into behaviors
- Inability to perceive sequence and causal relationships
- Physiological and/or neuropsychological deficiencies
- Inappropriate value systems
- Poor internal and external perceptiveness (sensitivity)
- Deficient self monitoring skills
- Lack of responsibility for behavioral outcomes
- Poor cognitive stamina

Thus, instruction and training in the area of "Executive Skills" may need to be provided concurrently with instruction in the "technical skills" of decoding or computation. ABE instruction must view learning as having three components:

a) intention of change that the student brings to the setting,
b) the attention to tasks and display of executive skills.
c) the sequence of skills which are to be acquired.

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For too long, instructors have labored to change skills, while deficiencies in intention have precluded any real movement. Wanting to change is a key element in achieving change.

In order to improve the effectiveness of intervention the client must perform the following:

- Perceive wants, identify strategies leading to satisfaction, and commit intention to reach satisfaction.
- Identify a sequence of events leading to satisfaction
- Attend to data and activities leading to satisfaction
- Sustain "on task" relevant effort
- Monitor performance and implement change while maintaining intention
- Sequentially acquire specific skills modifying activities accordingly
- Assess completion and terminate appropriately

Closing Remarks

An argument can be made that all functioning (cognitive and affective) is neurological in nature and can trace its roots to some electrical biochemical neurological event. Processes like "will", "want", "drive", "choice", etc., those things which we commonly consider to be simple concepts are in fact complex neurological processes. A great deal of an individual's everyday functioning is monitored by a another overriding "Executive" or "Managerial" process, a process that controls "what" and "how much" behavior is displayed. Much of the difficulty we see in adult clients can be traced to deficits at this managerial or executive processing level - deficits which may well be neuro-affective events which we commonly call "will", "intention", "want" , "desire", and "drive." Much of the inappropriate, ineffective, or dysfunctional learning and behavior which we observe in adult education can be traced to deficits at this higher order cognitive level.

An appreciation of the complex events leading up to the learning act help to explain why some clients fail to benefit from the instruction which is provided.

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Conceptual Framework for the Intention Process (Levine, 1984)

Elements	Manifest As the Following Problems of Attention and Intention
1 Needs Assessment: Determining the need for formulating a goal or objective	Unclear Goals, inability to identify needs and wants, inability to identify that a focused effort is needed.
2 Methods Review: Scanning the possible means of achieving the objective	Using the first method that comes to mind, focus on concrete characteristic and not seeing alternatives, rigid "habitual" methods of responding.
3 Prediction of Possible Outcomes: Forcasting desirable and undesirable results and the likelihood of achieving the goal associated with each considered action.	Failure to preview options, seeing consequences to inadequate depth, inability to project alternatives, lack of perceptiveness of responses
4 Method Selection: Facilitating the most appropriate means of achieving the goal	Lack of conscious method selection, inability to assess alternatives, rigid and habitual response patterns, inability to hold alternatives concurrently in memory
5 Action Inhibition: Suppressing those actions likely to fail, interefere, waste energy, or produce other adverse consequences. Option of abandoning the goal	Increase in irrelevant actions, irrelevant or "off task" sometimes stereotyped actions
6 Persistence: Sustaining the selected behavior or action for an appropriate length of time (no more or less than necessary) to achieve the intended goal	Impersistance, failing to complete tasks, quitting after only minimal effort, careless "sloppy" thinking, inability to analyze to any depth
7 Monitoring: Comparing the current action with the original plan to discern any unintended deviation: continuing to review the appropriateness of the original goal as conditions change	Lack of self monitoring or quality control, accepting partial or obviously inaccurate answers, lack of estimation, little or no self checking of their work, expectation that any answer on their part will be acceptable
8 Mid-Task Regulation: Modifying or "fine tuning" the intended action	
9 Stop Order: Recognizing completion or failure of the act and then selecting a new goal or alternative means of accomplishing the previous one	Perseveration (continuing aimelessly with an inefficient task), premature task completion, quiting when only partially done, not seeing all task requirements
10 Review of Outcome: Determining success or failure; learning from experience	Failure to look back and learn from experience, inability to generalize, no recognition of the relevance of new learning to any future need.

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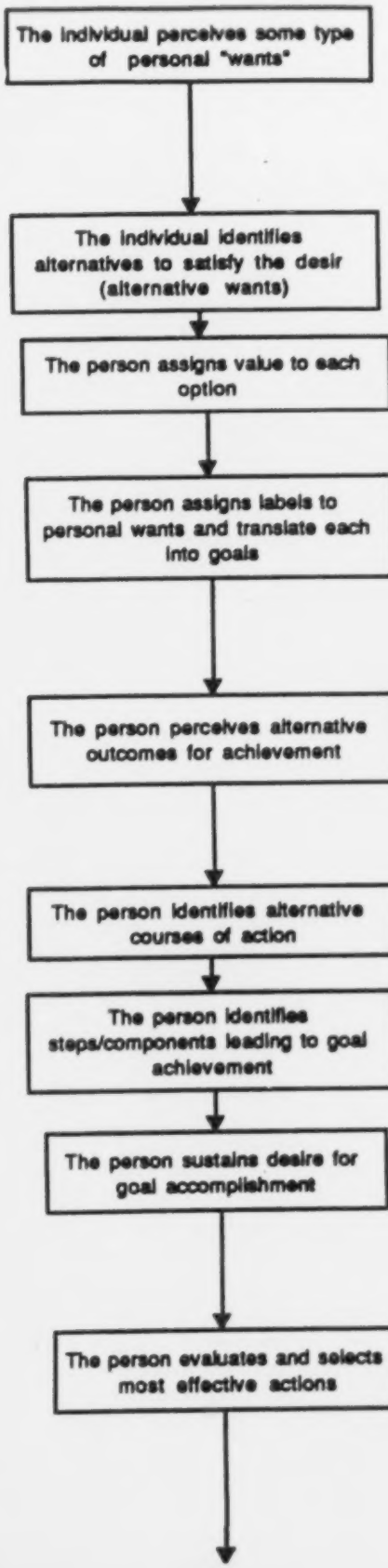
Proposed Sequence Underlying Any Deliberate Action


The individual perceives some type of personal "wants"
The individual identifies alternatives to satisfy the desir (alternative wants)
The person assigns value to each option
The person assigns labels to personal wants and translate each into goals
The person perceives alternative outcomes for achievement
The person identifies alternative courses of action
The person identifies steps/components leading to goal achievement
The person sustains desire for goal accomplishment
The person evaluates and selects most effective actions

This can be affected by a wide range of factors ranging from psychiatric involvement (i.e. depression to environmental factors such as low familial expectations). The "want" is perceived by the individual but it may not be "real", in the sense of how it is perceived by an outside observer. Any "want" is intrisic to the individual and representative of the broad background that the individual brings to the situation. Later in this process the individual identifies ways to satisfy the identified want but it is also possible that this may not occur.

The identified want may not be effecient or in the best interest of the individual. Substitute "wants" facilitate satisfaction or appropriateness.

Valuation is unique to the individual and based on their personal assignment of "deirable" vs "undesirable" for each type of event or action. What we want as treatment agents may be far from what the client wants to derive as an outcome (and that may differ from what is articulated).

The individual may perceive want but not be capable of defining the vague desire in terms of specific events. Frequently, individuals are driven by "dislikes" but cannot identify "wants" as pragmatic outcomes. Outcomes must be translated into concrete goals by adding conditions based on some external factor or life experience. Articulation of real wants may be socially or politically inappropriate and "deflecting" labels may be assigned. At this point what is openly identified and what is the real want may be divergent.

The perception should be that there are many ways of potentially achieving the specified goals, but this may not always be the case. Indirectly, this ability is a measure of flexibility (the opposite of cognitive rigidity) which allows for identification of multiple alternative modes of behavior.

The person must translate the perceived alternative outcomes into alternative action plans. This involves analysis of the potential outcomes of each option, inicuding conflicts arising from each and the implications of each. Each alternative, in effect, yields some "value" relative to satisfaction of their want. Development of this skill may need to be a focus of intervention. Identification and analysis (projection and judgment of outcomes) require the ability to sequence, a cognitive skill that is highly dependent on abilities such as cause effect analysis, recognition of temporal relationships, etc.

This assumes cognitive and affective abilities and skills which will sustain assessment, analysis, and decision making. The person must have sufficient memory skills to recall prior "comittments" to action, must have sufficient analytical skills to assess change in status. The inherent "want" must also have sufficient "affective value" to sustain its potency as a drive. If internal stimulation is inadequate, artificial external motivation may be required.

After alternatives are identified, and need is sustained, the range of actions must be evaluated so that the most potent are selected. This requires the same analytical skills required to assess potency of goals but now reflects an analysis of the probability of success of actions. Some clients may have weak prerequisite skill in the underlying analytical skills

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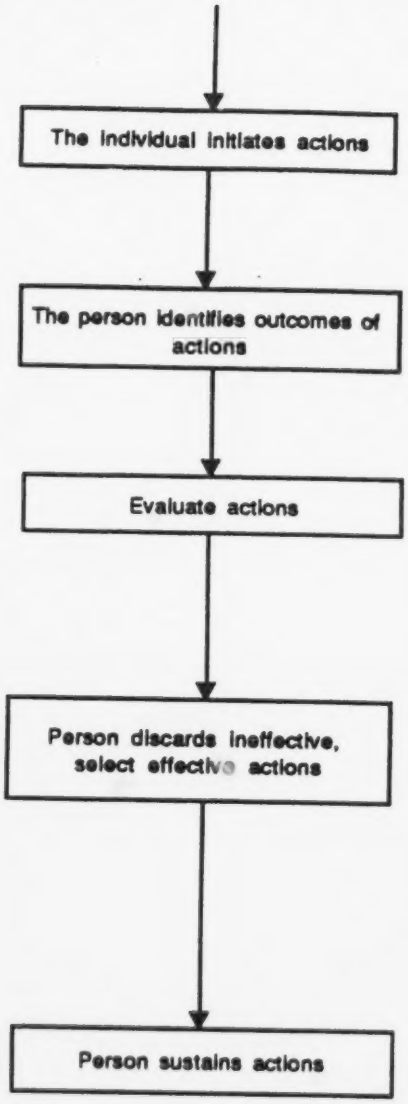
The individual initiates actions
The person identifies outcomes of actions
Evaluate actions
Person discards ineffective, select effective actions
Person sustains actions

A deliberate decision to initiate a series of pre-selected actions must be made. Procrastination reflects a failure to make this decision, vacillation over the results of evaluation in the previous step, or vacillation over sustained existance of the want. In effect this step is the focal point of many supporting actions.

While engaged in implementation, the individual must assess the effect of their activities. I.e their status at any given time. This reflects a cognitive skill which might be called "perceptiveness" or ability to sense the outcomes of their behavior.

Once the client has a perception of where they are, they must compare that data with where their prior projections say that they should be. That is, you cannot implement a "course correction" if you do not know 2 things, where you should be, and where you are. This reflects an analysis of the component parts or sequence of actions, each with its own set of outcomes. Overlaid on this process are the cognitive analytical skills identified earlier.

Behaviors which result in movement along the identified course are identified for continuation and those which do not result in such movement are identified for discontinuation. If this is not done, actions which are intended to be productive are continued, but no progess toward satisfaction of the need is accomplished. Actions which are providing satisfaction to a secondary need, but not efficient in achievement toward the primary need, may be difficult to discontinue. Difficulty in termination is an indicator of the actual potency of the drives, I.e. the lips say yes but the actions say no.

The selected actions must be continued, sometimes in the face of factors which act contrary to continuation, I.e. slow achievement of goals, changes in the the potency of wants, etc. Intrinsic "drive" may be insufficient and may need external support. Individuals may not perceive the "long term" nature of the commitment and may need external structure.

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COGNITIVE SYMPTOM CHECKLISTS: EXECUTIVE FUNCTIONS

Name of Client: _____ Date: _____ Sex: _____ Birth Date: _____

Left- or Right-Handed? _____ Years of Education: _____ Occupation: _____

Instructions: Please read each of the items below. They describe problems that you may or may not experience. Place a check mark (✓) in the space to the left of each problem that you experience (even if the problem occurs only occasionally). Then, after completing the items, review all of the items that you have checked (✓) and circle the check mark next to the items that you would like to focus on during treatment.

PROCESSING SPEED/REACTION TIME

1. Check (✓) if you have difficulty:
   - ___ doing math in your head
   - ___ answering questions quickly (for example, when someone asks a question or when you write answers down)
   - ___ acting quickly in an emergency (for example, when driving and the car in front of you stops suddenly)
   - ___ responding quickly to others in a conversation
   - ___ typing quickly (if this is something you have done in the past)
   - ___ making quick decisions (for example, where to eat, what to wear, which movie to see)
   - ___ understanding what you read without rereading it
   - ___ understanding what you hear the first time you hear it
   - ___ other (describe): _____

INITIATION/FOLLOW-THROUGH

2. Check (✓) if you have difficulty:
   - ___ starting a task or activity (for example, paying bills, grocery shopping, preparing meals, doing chores, doing projects at work)
   - ___ staying with a task until completion (for example, completing all steps in doing laundry, obtaining all items needed on a grocery list)
   - ___ starting a task or activity on your own (without having others remind or motivate you)
   - ___ other (describe): _____

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SELF-CORRECTION

3. Check (✓) if you have difficulty:

___ seeing and correcting mistakes on your own

___ seeing and correcting mistakes pointed out to you by others

___ seeing mistakes that you make as they occur

___ seeing mistakes after you have completed the task (for example, realizing you used salt instead of sugar in a recipe after tasting the food)

___ correcting mistakes after you see them

___ other (describe):_____

MENTAL FLEXIBILITY

4. Check (✓) if you have difficulty:

___ thinking of more than one way to complete a task or problem

___ shifting your attention among two or more things (for example, listening to someone talk while the television is on or paying attention to the road, passengers, and the radio while driving)

___ shifting from one task or activity to another (for example, switching from cooking to cleaning or reading one novel one day and another novel the next day)

___ shifting to a new topic of conversation (for example, you repeatedly talk about the same thing)

___ trying new ideas or actions

___ other (describe):_____

PLANNING

5. Planning is knowing what you want or need to do and how you are going to do it. Check (✓) if you have difficulty planning:

___ a meal

___ a weekly menu

___ a route to a specific place

___ a speech

___ a trip or vacation

___ what to discuss when you meet with someone (for example, your doctor, attorney, insurance agent)

___ a shopping list

___ an activity with others

___ a party

___ what you will do during a day or a week

___ short-term goals for yourself

___ long-term goals for yourself

___ how and where to spend money

___ other (describe):_____

SEQUENCING

6. Check (✓) if you have difficulty:

___ completing all steps of a task or activity (for example, paying a bill involves writing a check, recording it in your checkbook, inserting it into an envelope, mailing it)

___ organizing a task in an efficient manner (for example, organizing stops in your car pool or organizing a list of errands to complete)

___ following the step-by-step instructions in a recipe or in cooking a meal

___ following directions to a specific place

___ following written instructions (for example, assembling items, preparing income tax forms, completing applications)

___ putting steps in order such that the most important steps are done first

___ setting up a routine or system to approach tasks (for example, to complete all household chores during a week)

___ other (describe):_____

PROBLEM SOLVING

7. Check (✓) if you have difficulty:

___ understanding what a problem is when it occurs and clearly stating what the problem is

___ thinking of more than one possible way to solve a problem

___ knowing where to look for information to solve a problem

___ using new information to re-evaluate what you know

___ choosing a solution to a problem from several possible sources

___ acting on a decision that you made

___ deciding if you made a good decision once you have acted on it

___ making quick decisions about options available to you

___ other (describe):_____

ORGANIZATION

8. Check (✓) if you have difficulty:

___ writing to other people in an organized manner (so it makes sense to them)

___ speaking to other people in an organized manner

___ putting together the materials needed for a task (for example, the tools needed to assemble a bookcase or the items needed to pay bills)

___ organizing systems (for example, setting up filing systems at work or home, setting up a bill-paying system, a business)

___ organizing tasks (for example, cooking a meal such that items are all done at approximately the same time)

___ organizing information to be remembered (for example, taking notes that make sense on what you hear or read or outlining information from textbooks)

___ organizing personal items (for example, putting pictures into photo albums)

___ putting things together (for example, jigsaw puzzles, bookcases)

___ other (describe):_____

REASONING

9. Check (✓) if you have difficulty:

___ understanding a system (for example, how the members of a team work together)

___ understanding graphs or flowcharts

___ understanding how a task fits into a plan or system

___ understanding systems and models (for example, politics or religion)

___ applying what you have learned to a new situation (for example, using a memory strategy such as notetaking in a therapy session and then taking notes in a classroom)

___ applying a general rule to a specific case (for example, reading directions on operating a calculator and then applying those directions to specific calculations)

___ applying a specific case to a general rule (for example, learning how to operate your microwave and then transferring the learning so that you can use a microwave in the workplace)

___ following or retracing steps to solve a problem (for example, to locate a lost item)

___ figuring out how a decision was reached

___ following the flow of events (for example, in a basketball game or in a movie)

___ considering all aspects of what you hear or see instead of focusing on only one part

___ other (describe):_____

Reminder: Please review all of the items that you have checked (✓) and circle the check mark next to the items that you would like to focus on during treatment.

Thames Valley Test Company

Dex Questionnaire
Independent rater

Subject's name _____

Date of rating _____

Rater's name _____

Relationship to subject _____

This questionnaire looks at some of the difficulties that people sometimes experience. We would like you to read the following statements, and rate them on a five-point scale according to your experience of _____ [the subject]:

1 Has problems understanding what other people mean unless they keep things simple and straightforward

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

2 Acts without thinking, doing the first thing that comes to mind

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

3 Sometimes talks about events or details that never actually happened, but s/he believes did happen

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

4 Has difficulty thinking ahead or planning for the future

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

5 Sometimes gets over-excited about things and can be a bit 'over the top' at these times

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

6 Gets events mixed up with each other, and gets confused about the correct order of events

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

7 Has difficulty realizing the extent of his/her problems and is unrealistic about the future

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

8 Seems lethargic, or unenthusiastic about things

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

9 Does or says embarrassing things when in the company of others

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

10 Really wants to do something one minute, but couldn't care less about it the next

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

11 Has difficulty showing emotion

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

12 Loses his/her temper at the slightest thing

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

13 Seems unconcerned about how s/he should behave in certain situations

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

14 Finds it hard to stop repeating saying or doing things once started

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

15 Tends to be very restless, and 'can't sit still' for any length of time

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

16 Finds it difficult to stop doing something even if s/he knows s/he shouldn't

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

17 Will say one thing, but will do something different

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

18 Finds it difficult to keep his/her mind on something, and is easily distracted

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

19 Has trouble making decisions, or deciding what s/he wants to do

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

20 Is unaware of, or unconcerned about, how others feel about his/her behaviour

☐0 ☐1 ☐2 ☐3 ☐4

Never Occasionally Sometimes Fairly often Very often

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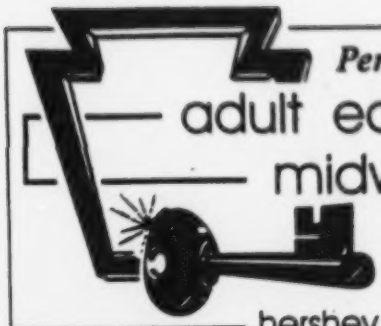

Pennsylvania's 34th Annual

adult education

midwinter conference

february 3 - 5, 1999

hershey lodge & convention center ✲ hershey, pa

Coming of Age

• PAACE Turns 21 •

PAACE

Pennsylvania Association for Adult Continuing Education

12:30-1:30PM Program Division Luncheons

Trinidad

- **ABSE Program Division**

Invited Speaker: Michael Bozman, Supervisor/School Psychologist Northwest Tri-County IU #5

A Look at Higher Level Executive Functioning and Its Critical Role in Adult Learning. This presentation will provide participants objective data about the important role that neurological executive functions play in adult learning. It will combine graphic display, oral presentations, and discussion to analyze the usefulness of this concept to adult instructors.

Nigerian

- **TLC Program Division**

Join us to share up-to-date information regarding our activities, including regular tutor training, family literacy training, web site, nominations for 99/00 officers, by-law changes, New Readers Conference, and more!

Monarch L

- **ESL Program Division**

The luncheon will carry through the festive international theme of this year's ESL Learner Showcase. The goal: to celebrate diversity, network with colleagues, and have fun! Those who visit the ESL Learner Showcase and complete a Scavenger Hunt will be entered in a drawing to win a beautiful quilted art piece. The winner's name will be drawn at the luncheon. Tables will be organizes by country and culture to give ESL practitioners the opportunity to get acqu ainted with colleagues and discuss our work. The business meeting will include elections for program division director/co-directors and the advisory council. It is our plan to elect one representative from each region.

Monarch N

- **Workforce Development Program Division**

Members of the Workforce Division will review the Workforce Investment Act of 1998 and its relationship to adult education. We will establish goals and the activities/strategies to accomplish them in 1999-2000.

Monarch J

- **Family Literacy Program Division**

Family literacy practitioners: Join us for an informal lunch to review the past, present and future of family literacy in the state; discuss how our division can play a part in its growth; and, network with your peers. Division members will review family literacy's history and growth in Pennsylvania, review the Division's mission statement, establish goals for the year, plan for more coordinated statewide celebration of Family Literacy Day and Governor's Proclamation, and discuss regional meetings and the FamLit listserv's role in sharing information.

Aztec

- **Continuing Higher Education Program Division**

Members of the Continuing Higher Education Division will meet to discuss the future direction and focus of the division and how we might attract additional continuing higher education practitioners to the organization.

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Presenters

Session 9: Crossroads Café + Distance Learning Innovations in ESL Instruction

Michael Ahlert
ESL Instructor
Northampton Community College
3835 Green Pond Road
Bethlehem, PA 18020
610-861-5069
mda@pmail.nrhm.cc.pa.us

Michael Ahlert has had six years experience in the field of adult ESL education, experience with the classroom implementation of *Crossroads Café*. He was a co-presenter in the 1998 PAACE Midwinter session on *Crossroads Café*. Currently, he assists in coordinating the *Crossroads Café* pilot 353 Special Demonstration Project.

Session 39: Program Evaluation: How To Do It!

Eunice A. Askov
Professor of Education
Director, Institute for the Study of Adult Literacy
The Pennsylvania State University
2 Rackley Building
versity Park, PA 16802-3202
863-3777
ENA1@PSU.EDU

Dr. Askov, professor of education at Penn State University, has been director of the Institute for the Study of Adult Literacy since its inception in 1985. She has been the external evaluator on three of the National Workplace Literacy Program projects funded by the US Department of Education. She also serves as professor-in-charge of the Adult Education graduate program.

Session 31: The Search for Excellence: A Presentation of the 1999 APEX Award Winners and Discussion of the Adult Teacher Competency Study

Darlene (Bootsie) Barbour
NWPDC Coordinator & ATCS Panel Member
NW Tri-County IU #5
670 W. 36th Street
Erie, PA 16508
814 866-3105
NWPDC@aol.com

Darlene "Bootsie" Barbour, ABE/GED focus group leader for the Adult Teacher Competency Study (ATCS), is coordinator of the PDE Bureau of ABLE's Northwest Professional Development Center. As such, she is responsible for coordinating and delivering professional development training to over 40 agencies in 17 counties in Northwestern PA. As an Assessment Specialist and teacher for the NW Tri-County IU adult education program, she has been involved in ional test development projects as well as PA's Section 353 ial demonstration projects.

Session 20: Strategies that Contribute to Nontraditional/ Adult Student Development and Persistence

Ellen Baylis
Academic Consultant
College of General Studies
University of Pittsburgh
Pittsburgh, PA 15260
412 624-7015
baylis+@pitt.edu

Ellen Baylis is an Academic Consultant in the College of General Studies at the University of Pittsburgh where she advises and counsels nontraditional students. In addition, she is a University liaison with Allegheny County Community College.

Session 65: Updating and Expanding the Competencies Contained in IU #5's Employability Modules

Molly T. Bean
Director, Management Services
Northwest Tri-County IU #5
252 Waterford Street
Edinboro, PA 16412
814 734-5610, ext. 230
molly-bean@iu5.org

Molly T. Bean is the director of IU #5's Adult Education Program and has guided the development of the expanded employability curriculum and its utility to perspective employers and students seeking employment. She holds a Masters degree in educational administration and certification as an elementary and secondary administrator.

Session 48: Continuing Education Braves the University Marketing Director

Carrel L. Beech
Director of Continuing Education
Millersville University
P.O. Box 1002
Millersville, PA 17551
717 872-3030
beech@marauder.millersv.edu

Carrel L. Beech is Director of Continuing Education at Millersville University where she directs both credit and noncredit programs. Her background includes work in journalism, public relations, and teaching (English comp).

Session 51: Analyzing Data for Improving Practice

Alisa Belzer
Project Director, PA Adult Literacy Practitioner Inquiry Network (PALPIN)
University of Pennsylvania
3700 Walnut Street
Philadelphia, PA 19104
215 898-8865
belzera@aol.com

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PAACE MIDWINTER CONFERENCE

Hershey Lodge & Convention Center
Hershey, PA

February 3-5, 1999

Adult Continuing Education — Coming of Age

This year's conference theme, *Adult Continuing Education — Coming of Age*, celebrates PAACE's 21st birthday as an statewide association. PAACE has truly "come of age" as an association in the past two decades, building connections among professionals from various aspects of adult continuing education and supporting professional development and growth for all its members. As PAACE has grown, so has the depth and breadth of adult continuing education services in Pennsylvania. The PAACE Midwinter Conference Committee invites proposals that celebrate this growth as well as challenges that encourage greater growth and development in the future.

To Submit a Proposal

The preferred method is to either fax or e-mail your proposal. To submit a proposal by mail, complete this proposal form and submit the original and one copy. Proposals must be submitted no later than September 30, 1998. All information should be typed. Information as it appears in the proposal will be used in the program book. Please adhere to the word count guidelines. Your proposal will be ranked based on the information provided in the proposal. PAACE will supply flip charts and overhead projectors for presenters.

Submit the original and one copy of your proposal by September 30, 1998 to:

Barbara Van Horn, 1999 PAACE Midwinter Conference Chair
Institute for the Study of Adult Literacy
102 Rackley Building
University Park, PA 16802-3202
Fax: 814-863-6108
E-mail: BLV1@PSU.EDU

For additional information, contact Barbara Van Horn (telephone: 814-863-3777 or e-mail: BLV1@PSU.EDU).

Program Title A look at higher level executive functioning and its critical role in adult learning.

Program Abstract (40 word maximum) This description will be included in the program book.

This presentation will provide participants objective data about the important role that neurological executive functions play in adult learning. It will combine graphic display, oral presentations, and discussion to analyze the usefulness of this concept to adult education instructors.

Program Description (300 word maximum) On an attached sheet, provide a description of the proposed program, including —

A. Content to be presented (e.g., innovation, collaboration, impact on adult educator/s or learner/s, etc.)
B. Expected outcomes (i.e., what participants will learn from session).

Format and Technique

_____ Interactive
_X_ Lecture
_____ Panel Presentation
_X_ Roundtable Discussion
_____ Other _____

Indicate any day or time restrictions: _____

Target Audience (Please indicate primary audience with a "**P**" and secondary audiences with an "S".)

____ Literacy	__P__ Continuing Higher Education
__P__ Adult Basic and Secondary Education	__S__ Technology
____ English as a Second Language	__P__ Administrators
____ Family Literacy	__P__ Instructional staff
__S__ Workforce Development	__P__ Counselors/Case managers

Presenters (Please attach a separate sheet for additional presenters.)

Primary Presenter*

Name: Michael Bozman, Ph.D.
Title: Supervisor/School Psychologist
Organization: N.W. Tri-County I.U.#5
Address: 252 Waterford Street
Edinboro, PA 16412
Telephone: (814) 734-5610
Fax: (814) 734-5806
E-mail: iue-mail:molly-bean@iu5.org

Co-Presenter

Name: _____
Title: _____
Organization: _____
Address: _____
_____
Telephone: _____
Fax: _____
E-mail: _____

* This individual is responsible for communicating information between the Conference Committee and the co-presenters.

Presenter Biography (50 word maximum) Provide biographical information for <u>each</u> presenter to be included in program book. Attach additional sheet, if necessary.

The presenter has been a Pennsylvania certified school psychologist for twenty-five years and is licensed in Pennsylvania for private practice. His Ph.D. in school psychology is from Penn State. He has experience with students from age three through twenty-one who have a variety of learning, motivation, and behavior problems.

NO Late Proposals will be accepted.

Final Deadline — September 30, 1998

Please duplicate this form for others who might provide a worthwhile presentation.

Alisa Belzer is project director of the PA Adult Literacy Practitioner Inquiry Network (PALPIN) and director of the Evaluation Project of the Bureau of ABLE professional development system. She has also worked as a teacher, tutor, coordinator, and tutor trainer.

Session 56: Special Populations Network: Addressing the Issues

Gail Bober
Director, Center for Community and Professional Services
PA School for the Deaf
100 W. School House Lane
Philadelphia, PA 19144
215 951-4718
gbober@psd.org

Gail Bober, MSW, has worked at the Pennsylvania School for the Deaf for 14 years. For the past 10 years, Bober has been director of the School's Center for Community and Professional Services, a regional resource center providing various services to deaf, hard of hearing, and hearing individuals in Southeastern Pennsylvania. One program, the Deaf Adult Literacy Program, has provided ABE classes for 9 years to deaf adults whose primary language is American Sign Language.

Session 35: Thinking Skills Structures within Cooperative Learning Techniques

Kimberly Bowman
Literacy Instructor/Coordinating Assistant/Assessment/Technical Specialist
Luzerne County Community College/ALTA Program
Nanticoke, PA 18634
717 740-0587
kimberly@postoffice.ptd.net

Kimberly Bowman works with the Adult Learners' Training and Assistance (ALTA) program at Luzerne County Community College. She teaches adult learners through ABE, GED Prep, and ESL classes. A graduate of King's College, Wilkes-Barre, Kim is now pursuing her Master's as a Reading Specialist also at King's College.

ABSE Division Luncheon

Dr. Michael Bozman
Supervisor/School Psychologist
Northwest Tri-County IU #5
252 Waterford Street
Edinboro, PA 16412
814-734-5610
iue-mail:moly-bean@iu5.org

Dr. Bozman received his doctorate in school psychology from Penn State and has been a Pennsylvania certified school psychologist for 25 years. Licensed in Pennsylvania for private practice, he has experience with students 3-21 years of age who have various learning, motivation, and behavior problems.

Session 42: 21st Century Teaching Strategies: Using Equipped for the Future Techniques in the Classroom

Kevin Brady
Technology Coordinator
Mayor's Commission on Literacy (MCOL)
1401 JFK Boulevard
Philadelphia, PA 19102
215 686-4486
kevin.brady@phila.gov

Kevin Brady is the Technology Coordinator for MCOL. For the last year, Dr. Brady has been working with the National Institute for Literacy (NIFL) in the field-testing stage of the Equipped for the Future initiative and played a major role in organizing the project's 1998 Institute. Dr. Brady is also involved in the 353 Adult Teacher Competencies Study and serves as the technology contact at MCOL for literacy providers throughout the city of Philadelphia. He has been in the field of adult education for the last six years.

Sessions 32 & 38: Evaluating Family Literacy Programs (Parts 1&2)
Session 54: Strategies and Connections for Building Partnerships

Janet Brown
Research Associate
RMC Research, Region III Comprehensive Center
1815 N. Ft. Myer Drive, Suite 800
Arlington, VA 22209
703 558-4800
brownj@rmcarl.com

Ms. Janet Brown is a Research Associate with the RMC Research Corporation, specializing in parent and community involvement initiatives. She has an extensive background in parent involvement, adult literacy education, ESL science instruction, and Even Start and family literacy.

Session 20: Strategies that Contribute to Nontraditional/ Adult Student Development and Persistence

Sherry Miller Brown
Senior Academic Consultant
College of General Studies
University of Pittsburgh
Pittsburgh, PA 15260
412 624-7683
brown+@cgs.pitt.edu

Sherry Miller Brown is a Senior Academic Consultant in the College of General Studies at the University of Pittsburgh where she develops intervention strategies and teaches freshman studies courses for nontraditional students. In addition, she holds adjunct faculty appointments in the Behavioral Sciences Department at Allegheny County Community College and in the Social Sciences Department at Robert Morris College. She has also worked as a media and corporate consultant.

Session 17A: Keeping PAACE on the Web

Debra Burrows
Assistant Director
CIU #10 Development Center for Adults
110 East Bald Eagle Street
Lock Haven, PA 17745
717 893-4038
Dburrows@eagle.lhup.edu

Deb Burrows has 16 years' experience in adult education and a strong background in educational technology. She is Assistant Director of the CIU Development Center for Adults and responsible for the West Branch Technology Center in Lock Haven and the ABLE Net project which provides technology training and support to ABLE programs in Pennsylvania. She designed and developed the 1994 and 1996 Summer Institutes: Technology! Technology! Technology! and Technology II. Ms. Burrows holds a B.S. in Mathematics and an M.Ed in Educational Administration and is on

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A. The presenter(s) will succinctly present with clear graphic displays the results of a pilot investigation with five adult basic education students regarding the role that higher level managerial or executive neurological processes play in their readiness to learn any new skills or material.

The presenter(s), in the fall of 1998, will randomly sample five ABLE enrolled students and assess their 'intention' and, therefore, readiness to learn, with the Cognitive Symptom Checklists and the Behavioral Assessment of the Dysexecutive Syndrome. These instruments are purported to assess the intention or executive readiness of an adult student to learn. Such characteristics as alertness, the capacity to suppress irrelevant information, making qualitative or evaluative use of feedback, uncooperativeness, and nonpersistence will be among those sampled.

B. This data will be used to guide the development of intervention plans for each of the five that are designed to assist in their instruction and counseling. This presentation will permit a sharing and analysis of objective data about the 'executive functioning premise' and its relevance for adult learners and their instructors. Small discussion groups will be assembled to practice developing adult student intervention plans based on the above concepts.

Adult Education

Staff Meeting

May 13, 1999

Agenda

I. Introduction of Mr. Edward McAtee – Molly Bean

II. A Look at Higher Level Executive Functioning – Dr. Michael Bozman
   - A. Its role in adult learning
     1. executive function hypothesis
     2. assessment tools and scales
   - B. Input from Educators

III. Employability – Manufacture Readiness Competencies – Molly Bean
   - A. Business and Industry Input
   - B. Employers utilizing class
   - C. Need to expand employability curricula

IV. Staff Forms – Bootsie Barbour

V. Assessment Tools for next year – Molly and Bootsie
   - A. TABE vs. Wonderlic
   - B. Assessment Person

VI. Wish Lists - Molly
   - A. Supplies
   - B. Curriculum

VII. Questions, Concerns, and Suggestions

ADULT EDUCATION
EXECUTIVE FUNCTIONING
INTERVIEW PROTOCOL

Instructions to interviewer. Please ask the following questions after establishing some rapport with the client. Please also reassure the client that their honest responses to the following questions will assist you in getting to know them and thereby help you together to plan their adult education program. Please record the essential elements of their responses on a separate sheet of paper. Feel free to explain the questions or vocabulary respectfully as needed. Please remember to include their name and the date of the interview.

1. Do you consider yourself to be generally careful or quick to make decisions?
2. Do you generally plan and prepare for the future or do you just wait for things to happen?
3. Do you generally remember events correctly in every detail or do you tend to get confused about the order in which things happened?
4. Are you generally able to change the way you do things when needed or do you tend to always do things the same way even if it doesn't seem to work anymore?
5. Do you find it easy to make decisions about what you want to do or do you have trouble deciding what to do?
6. Are you generally able to start activities that need to be finished or do you tend to put them off?
7. Once you have started something, do you usually finish it or do you usually leave things unfinished?
8. Are you usually creative about finding different ways to do something or can you often only think of one way?
9. Do you find step by step instructions generally easy to follow or do you need someone to show how to do it a few times?
10. Do people usually feel that you are well organized or not?

THANK YOU

NORTHWEST TRI-COUNTY INTERMEDIATE UNIT

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ADULT EDUCATION INFORMED CONSENT FORM FOR PARTICIPATION IN:

AN INVESTIGATION OF DEFICITS IN HIGHER LEVEL EXECUTIVE FUNCTIONING AS A PREREQUISITE FOR EFFECTIVE ADULT BASIC EDUCATION INTERVENTION

(1998-99 School Year)

I give my permission for participation in this project and understand that I will be one of five adult students to take the Cognitive Symptom Checklist and Behavioral Assessment of the Dysexecutive Syndrome and have individualized intervention programs developed for me based on these scales and further understand that the results will be kept confidential and all results will be reported and discussed as research with no names attached.

Date	Signature	Date of Birth

Printed Name